

Interview with Donald Kern, 25 October 1985 (4 sides of Tape).

Allen: When did you come to the University, that is, the Jr. College?

Kern: Technically, it was a university then. I came in the fall of '48.

Allen: So, you came just one semester after I did and you came in what capacity?

Kern: Vocational and Educational Counseling.

Allen: How did you get into the admissions business?

Kern: Well, as you probably recall, Fran Dolan became ill and Jim Halsey was searching around for somebody to fill in on a temporary basis and for one reason or another, it fell on me. So I moved on into it, fully expecting that it was a temporary assignment, when about a year and a half had gone by and it became, well my understanding was, that Dolan's doctor had told him he should not go back to admissions, so it was made permanent. With an exception of about a year, I was there from then on.

Allen: What happened during that year.?

Kern: That's when Trippinsee was Dean of the College of Education and I went over into the College of Education for a period of a year, with an option of coming back to admissions and if I felt I wanted to. Dottie Bowen succeeded me and Dottie got a job in Florida so they asked me, do you want to stay in the College of Ed. or do you want to come back, so I came back.

Allen: And then you retired in what year?

Kern: Well, let's see, '77, actually my last day in the office was Dec. 22, 1976. I had a sabbatical for the last semester. I was doing a special project for them.

Allen: Why did you stay so long?

Kern: The same reason you did. I enjoyed the work, it was challenging and not particularly, you know we didn't rich but I think we gained in other ways. I think we felt we were doing something for somebody and just hung around.

Allen: It's interesting asking this question to many of the old timers and I get much the same reaction from everyone. How do

you account for the fact that we got such a good, let's just call them dedicated people, together under one umbrella?

Kern: Well, I think, I never thought about that before, but I would guess that part of it was because of Halsey and Henry Littlefield. Some of you people who, I knew Corty of course, but he was already out of the picture when I came here, but there were a group of leaders at that time, who had a strong sense that there was a mission here and were gung ho to get a job done and became kind of infectious.

Allen: And those who didn't become infected, left very quickly.

Kern: I guess so.

Allen: Because we've had some turnover over the years. Quite a bit. Let's go back to admissions. What type of admissions activity did you carry on?

Kern: Are you talking about me personally?

Allen: Yes.

Kern: Test work. I administered tests, I scored tests and worked on folders, I visited high schools, I gave talks to PTA'S, anybody who would listen to me, service clubs, college nights. I did quite a bit of travelling for several years, particularly the year after Les Gordon left. Les left relatively suddenly. He had months of commitments lined up and I just followed things out. But that year I did a great deal of travelling.

Allen: Where did you travel, in the Northeast?

Kern: Well, over the period of years, I covered everything from Boston, Albany, Harrisburg, Washington, D.C., Atlantic City, everything within that arc, and oh, I had one trip down to North Carolina, a trip up to, let's see, Plattsburgh, New York when we were working with that Plattsburgh State Teachers College or whatever it was that they were closing at that time, and we picked up 40 some students as I recall. I did go to England, next to the last year that I was here, to work with Richmond College and a half dozen universities, and that basically is

Allen : All right, I'll come back to the international aspect of this in a little bit. What type, other than visits, what type of recruiting activities did we do at that time, such as advertising, how did we attract?

Kern: Well, when I first came into the admissions office, I came into the office in the Spring of 1950 so I'd only been here an year and a half really. What the university had done during that time and prior to that time, in terms of advertising and so on,

I'm not familiar with. But the first thing that we did was get involved with three or four magazines and advertised in Seventeen, I don't remember the others. Seventeen was the only one where we got any real number of responses from and didn't enroll anybody. And the other two magazines, as I said, oh Cosmopolitan was one, I don't remember the other. Over a period of three years, we got two enrollees out of Cosmopolitan. We only had eight or ten inquiries from Seventeen we had fifty or sixty inquiries but the bulk of them were eighth graders rather than seniors.

Allen: It is interesting that that's the same type of advertising that was done back in the 30s and 40s.

Kern: In terms of newspaper and radio and that kind of thing, no. We occasionally got into special events programs. I remember one we got into quite by accident. The Easton Grange had a fair and they told us that if we would take a \$5. ad or something like that in their program, we could set up a card table explain materials and so on, which we did and I spent some time over there and I don't remember if it was Les Gordon or Jerry Davis also spent time over there, and of course we were pushing both the day division and evening division. As I recall, we had more activity in the evening division than we did in the day. And then there was another one, I don't remember that part.

Allen: You were concerned, not only with full time day students, but with evening part-timers?

Kern: Well, not in the admissions office, I wasn't. This particular thing just happened. We got set up there with all this day catalogs and this kind of thing, and the bulk of the people who came to talk to us wanted evening division information, so that whoever was covering the table would call the office and said, "hey, bring some stuff for the evening division over here." And as I say most of the inquiries were for the evening division.

Allen: Starting between 50 and 60, we had a considerable increase in enrollment, didn't we? Do what do you attribute this and how did we attract the students?

Kern: I think basically, well in the 60s of course, we had the war babies which was just a question, well you had actually two factors involved. One of the important factors was the GI bill, that's the main reason why I came here. Why there was an opening for a person like me, because we were just bulging at the seams in terms of GIs coming in in '48 and later on. And then, of course you had the Korean situation with people coming in you know, from Korea as well. Later on you had the bulge of babies. I think also involved in this there became more of a tradition to go to school. Now of course you when you go back into the

later 40s and early 50s, we were the only school in the area. Now we and Fairfield, of course and Danbury State Teachers College. Didn't have Norwalk Tech., you didn't have Housatonic, you didn't have Sacred Heart, had BEI of course, you didn't have the number of schools that you have in the New Haven area now, but in terms of programs available at that particular period of time, you had your choice of us or Yale. Now Fairfield is here, of course, but Fairfield was pulling very largely I believe, a catholic crew.

Allen: And it's a Jesuit institution and pulling from Jesuit and Catholic prep schools. And that remains pretty much the situation today. Well, how did you market, using the modern term, the university at this time?

Kern: Well, I don't know that anybody really marketed at that point. I suppose a few schools did but I can't name you any examples. Most schools didn't market. As I told you a moment ago, we advertised in those three magazines and somebody from the New England Assn. kind of raised eyebrows over the fact that we were advertising, because Yale wasn't advertising, Wesleyan wasn't and so on and you know, it just wasn't done. You were kind of suspect, if you got involved in this kind of thing. Today, I suppose, you're suspect if you're not. We used to do strictly a guidance approach and work through the schools.

Allen: Well, what would happen when we would get a new program, such as nursing. How would you get the word out that we've got a nursing school?

Kern: Well, we had a newsletter, I'm trying to remember the name of the thing, that we put out about every two months or on an as needed basis which went to all of the guidance counselors within much of the geographic range that I mentioned earlier and we indicated in there what we were doing. When we went to a four year dental hygiene. Oh, the nursing program was already here when I got here so I was just building on that and how they advertised that to begin with, I don't know. But I do remember when we put in Industrial Design. We had a brochure which we used and we also had Bob Redman who was more than ready and willing to go to schools, within a reasonable distance, to talk up the program. We tried to bring, at least a selected group of counselors, on campus at least once a year, and that basically is the way we did it..

Allen: Now during this time, obviously we received more applications than we accepted and we finally admitted, what was the approximate ratio, do you recall?

Kern: Well, these things differed somewhat according to program. Some programs were easier to get into than others, i.e., in many instances that's the way it appeared. We always had our highest

caliber students, our best qualified students were basically going into nursing and dental hygiene because we had very strict limits on the number of people that we could accept. So I would think in the four year nursing program and certainly in the dental hygiene program, we took one out of four or five. Now if we were dealing with some of the other programs where we didn't have the pressure of size, we were admitting probably half of the applicants.

Allen: Now with the applicants we admitted, how many actually registered?

Kern: Again, that varied within programs. At one point, we were admitting about, I don't know, I'm a little hazy on this, but my recollection would be that at one time we were offering admissions to maybe half of the applicants and then probably half of those would come.

Allen: Were we a back-up school then in a sense that we were second choice, they had applied somewhere else and we were back-up?

Kern: In most programs, yes, but not in dental hygiene, not in nursing, probably not to any great extent in engineering and, of course, we always had a prime position as far as pre-med was concerned.

Allen: Now we continue to have rolling admissions during all this time, didn't we?

Kern: Yes.

Allen: About how long would it take to act upon an application?

Kern: Well, that varied too, a little bit. In the sense that if we saw somebody we wanted, that person could hear within ten days to two weeks. I'm talking now about the time when we gave our own entrance exams. Many people would hear within a week or ten days from the time that they took our own entrance exam. When we got involved in college boards, it might have taken a little bit longer because college boards were not given as frequently as our own exams. On the other hand, there could be a pool of candidates, particularly in nursing and dental hygiene that we would sit on and wait to see how the pool was filling up, but there wasn't a very great academic difference between those admitted immediately in those programs, and the pool that we held. The pool there was not a sub-standard pool. They were well within the requirements but for whatever reason didn't look quite as good as persons to whom admission was offered.

Allen: Now you mentioned giving our own entrance exams, how long did we do that?

Kern: Until we went into the college boards.

Allen: And you don't know approximately when.

Kern: I don't remember.

Allen: What type of entrance exam did we give?

Kern: God, I gave millions of them and I can't remember, isn't that awful? We gave what was basically a scholastic aptitude test and for the life of me I can't remember the name.

Allen: But it was a commercial one, not one that we developed.

Kern: A commercial test. We gave a reading test, we gave an interest inventory, the dental hygiene people had a manual dexterity test which they took.

Allen: How about admissions of athletes?

Kern: Well, we worked with the coaches in that. Generally, it wasn't a real problem in regard to it. We had a couple of head bumping episodes over athletes, but again the coaches varied considerably. Herb Glines and Nick Nicalau. They didn't want them if they couldn't cut the mustard. Some of the other coaches didn't care. We had one coach in particular, I no longer remember his name either, he was the man that preceeded Kondratovitch,

Allen: Chet Gladchuck?

Kern: Chet Gladchuck. He went in and told Halsey. "If you don't get that guy out of the admissions office, you're never going to have a football team." So Chet and I bumped heads now and then. Of course that was when I first came in, and I think I learned a little bit in the process, which may have made it easier for some of the other coaches.

Allen: The reason I ask the question is two-fold. One part of it dealt with the fact that I got many of the athletes in my basic history course and you said -

Kern: You got everybody in your basic history course

Allen: But you said you gave a reading test and I found that several of these athletes read on about an eighth grade level and I had to spend a little time teaching them how to read.

Kern: Well, I'm not quite sure what the purpose of the reading test was, we had a reading laboratory on campus at that point. I was never personally quite convinced that we were attempting to fill up the reading lab or whether we attempting to be of service

to students. It was both, very definitely, I'm quite sure, but a couple of times I felt that the tail was wagging the dog. One of the problems with the reading test was, you know, you discover the guy's got a reading problem, particularly if he's an athlete, he doesn't have time to do anything about it. Now there were plenty of people who went into the reading lab and who were helped out a very great deal but the athlete in particular, just didn't have time.

Allen: Excepting I had a speed way of teaching them and they survived. I'm sure you also have many humorous stories dealing with students and parents attempting to get in or questioning your judgement. Do you recall any of those?

Kern: Well, yeah, there's one in athletics, a fellow by the name of Porkie Vierra. You can talk to Herb Glines about Porky Vierra because Herb and I, we didn't have many conflicts over students but this is one that we did. Porky was a hotshot basketball player from that school over there by Bridgeport Hospital, Harding. He applied for admissions and he was just absolutely miserable. I turned him down, and Herb, Herb was almost nice about it, but he was upset. He wasn't nasty or anything like that but it was obviously upset. So Porky went to, of all places, what's the school in Milford, we later acquired?

Allen: Arnold

Kern: Arnold. Porky went to Arnold. So, of course, UB played Arnold and, while I didn't see the game, I was given to understand the Porky alone scored more than the entire Bridgeport team. Two games. So, then you recall, Arnold College got into difficulty and we took over Arnold College, and their students. So Herb was all set. He was going to get Porky Vierra. He was going to inherit him but Porky got into a hassle with the people at Arnold. Porky claimed that they had made some promises, financial promises, to him which they didn't keep and as a result, Arnold College refused to give Porky a clear transcript. Well, without a clear transcript, we couldn't take him. So Porky wound up, I think it was at Quinnipiac and for the next two years, Porky beat UB. That's the story of Porky.

Well situations with students. When a family would come, I originally started out interviewing everybody at the same time i.e., I'd bring in the applicant, Poppa, Momma, and seven brothers and sisters. And in most instances I found that I was interviewing Momma, so to keep Momma quiet, I would always bring the applicant in and we'd spend whatever time was appropriate and then I'd bring in the rest of the family. So I remember one case very definitely. I brought a young lady in and one of the questions I asked, in a sense like the one you started off with, "You're interested in the University of Bridgeport, why are you interested in coming here?" And the girl settled back in the

chair, looked me squarely in the eye, and she said "I don't know what I'm doing in this office, I'm not coming here, period." I said, "well that doesn't give us very much to talk about, does it?" And she kind of grinned and she said "no", so I said, "what did you do this summer?" She said, "well I went to Europe" and I said, "so did I, where did you go?" So we spent a good 20-25 minutes talking about her trip to Europe and my trip to Europe and so on. The young lady was beaming, and I suppose I was too, and I invited the parents to come in and Momma came in and she said to her daughter, "how did things go?" And her daughter said "just fine" and she looked at me and I said, "You've got a very interesting young lady here and a young lady I'd like to have, and then went on and talked about the things here at the university and so on, and shook hands, and out the door they went. And, as they went out the door, this was in Howland Hall, as they went out the door to leave, the girl said to her mother, "Wait a minute", and she stuck her head in the office and she winked and said "thanks". So I thought that was pretty good. But she was a good kid and I wished we could have gotten her. But most of the interviews that you handle, you go through them and you say, "this is what I went through yesterday afternoon" knowing full well that tomorrow will be the same thing. There is a pattern there that in a sense that I established, or any admissions officer and part of it, these people expect it, a pattern. This is what you are going to do, these are the things that you are going to ask and if you didn't ask these things, then they felt somehow or other they were being short changed.

Allen: How about students or parents whom you turned down and their reaction?

Kern: Well, I never turned anybody down, face to face in an interview. It was always a question that we don't have all the information, we don't have your high school record, we don't have the recommendations from high school, we haven't seen your college boards, etc. A propos of that, I do remember one case in which we had, again a girl, and don't forget most of our applicants over the years have been predominately girls, we always had more women applicants than men, but anyway, this young lady came in with her parents and "where do you stand in your class?", "Oh, she was an honor student, she's in the top 10 percent of her class". I always made notes on these things and college board scores and she told me they were in the high 500's. I said, "Parents, relax, I don't see any problem" so when the college board scores came in, and when the high school records came in, she wasn't an honor student, much to the opposite, the board scores weren't in the 500's, they were in the low middle 400's and we turned her down and I got a hot letter from the mother. "You gave us every encouragement, she was admitted to another school, we told them no, that she was going to come to the Univ. of Bridgeport and so on." I just wrote back and said, "You were in the room when the discussion took place. You and your daugh-



ter told me a whole bunch of things that were not verified when the school records came in. Now if the records had been as you told me, she would have been admitted." That was it, I didn't hear anymore.

One other one. Had a young lady, transfer student from, I don't remember. One of the seven sisters or something and I turned the girl down. Her transfer record was miserble. Sent a letter out and I got a call from the girl's mother. She said, "This is Mrs. So and So, she said I just got your letter turning my daughter down". I said, "you got my letter turning your daughter down?" She said, "yes". I said, "I don't think I wrote to you, I think I wrote to your daughter, what you're telling me is that you opened your daughter's letter." Well, yes, because I wanted to be able to call her at work and give her the good news that she'd been admitted and she hasn't been. Now she's had an excellent record at college". So I said, "let me pull the program out and I'll check it." So, I pulled the folder and I said "I got the transcript right here in front of me". Well, she said, "There must be something wrong". Well, I said, I read her off the name, I said "it's right here", your daughter's name is so and so. Dead silence on the end of the phone, and then "Oh my God, you got my record!". So, double checked, and sure enough, it was the mother's record and of course I had to write to the college and tell them that they sent me the wrong record and the girl was admitted. The mother said, "I was there for three years and mostly majored in boys."

Allen: When I was talking with Al Wolff, he reminded me of something I'd forgotton about the day when some parent or student was coming in and you went out the window.

Kern: Well, that was an embarrassing situation. It was a problem that I was unable to deal with, and it was a very touching situation because we had just given the woman's husband an honorary doctorate, and she was concerned about her son's record. Her son had been a student here at the university. This was back in the days when I was both Director of Admissions and Registrar in charge of the records office and there should have been a permanent record card on this fellow and there wasn't. It was a failure but no permanent record card. There was absolutly nothing that I could do with it, and she kept coming in and phoning me day after day after day and I can't say that I blame her. But she had been in and I had spent the better part of an hour the day before describing what I had done. I had gone back to the registration pads which were not all there because this was a matter of eight or ten years, as I recall, since the boy had been here. We were able to reconstruct a portion of it. He had had a transcript sent to another college. I had even written to the other college saying, do you still have that transcript on file so that I have something. There was no question the boy had been here. And there just was no record. I had Bridget spend hours

turning the records office upside down trying to find that file and it just simply wasn't there. I had Dean Ropp working on it. I had Earle Bigsbee working on it, he'd been an engineering student. I had whoever it was in engineering at that point

Allen: Bodnar was the director

Kern: Well, Bodnar was here at the time that this happened. Well, anyway, she had left and then she came back the next day. I had been in my office with the door closed, again in Howland Hall, and my secty. buzzed me and said "----is out here" and I went out the window. And Mrs. Sikorsky just sat there and finally Barbara came to the door and of course I wasn't there, well, it was a nasty thing to do, but there just was absolutly nothing I could do.

Allen: I remember you also,

Kern: Oh, to finish the story. When we moved the records from one area in Howland Hall to another, they took the drawers out to move them and here was this one and about eight others that had slipped out of the drawers and had fallen down in the bottom of the cabinet. We immediately made a search of all of the other cabinets and we found more records that were there, but I had spent hours of over a period of five or six weeks trying to resolve this.

Allen: I remembr also you used to, on border line cases talk with many faculty.

Kern: Yes

Allen: Things were dealt

Kern: Department Chairmen

Allen: Things weren't quite as hectic as they are today with the tremendous competition for students, is that correct?

Kern: I don't know in the sense, Bill, it's like, if you are inundated with fleas, you've got a problem, if it's horse flies, it's a different problem but it's still a problem, you know. I don't know whether we had fleas and you got horse flies today, we had our problems back then.

Allen: Who would handle scholarships?

Kern: For a while, I did. And then we got Elaine Bodnar while we had several other people before we had Elaine Bodnar, handling them.

Allen: How many scholarships did we have, did we have many?

Kern: Many's a relative term. Talking as an admissions officer and financial aids officer, I would basically say that you rarely find a situation where you have more financial aid than you need. And again need for financial aid again is a relative situation. We had a girl apply one time for scholarship aid, we turned her down. Her father had a membership in a country club and I don't know, a variety of other things, and so on, and the girl, we turned her down just simply on the basis on the kind of house that they lived in, the kind of life style they had and her comment was, "look, this goes with my father's business. He was selling boats and she says "he's got to go to the yacht club". He's got to go to the country club, he's got to go to the Algonquin Club, because those are the people who have money, those are the people who are interested in boats" and we re-evaluated her situation on that basis and in consideration, gave her a small amount.

Allen: Now, over the years, we had some international students come in. How did you evaluate them?

Kern: By and large, international students were difficult to deal with. Inevitably they had money problems, many of them had language problems. There was always the problem in attempting to evaluate their transcripts, the kind of records that they had. The problem was how well are they going to do and so on., so they were a real problem.

Allen: How did you handle that, how did you evaluate their transcripts? The problem hasn't changed incidentally.

Kern: I'm sure it hasn't and I don't think it will. Basically, I would go to the Dept. Chairman or in some instances we had some foreign members of the faculty who had expertise in the one area or another. I used to deal with Zandy, Eric Marcus, Hans Apel, and, but I found that in talking to these people, in many instances I couldn't get a real feel of the student from them because in many instances, although they might have been a native of the country, they really didn't have detailed expertise. Then the office of Education in Washington set up an evaluation service so that all you had to do was send a copy of the transcript to Washington and Washington in turn would send back to you and say this is such and such a kind of a certificate and give some kind of an evaluation of the student's standing, grade wise, and then would give a statement probably equivalent to three semesters in American College, this kind of thing. Then this would set the level, three semesters and then you would attempt to try to come up with approximately 45 semester hours of credit in this, that or whatever it happened to be. (end of first side)

Second side, Kern still talking

Kern: came in and was dissatisfied with the record. It was not a personal thing, in other words the bureaucracy is the one that was giving him the shaft and not you as an individual. Of course, you could always write to Washington and Washington would always indicate this is advisory, nothing more, this is not cast in concrete. This is the way we see it but you certainly are able to make whatever modifications that are required.

Allen: Now, you mentioned earlier that you'd gone over to Richmond College to work with them. What did you do there and why?

Kern: Well, Richmond College wanted to establish for their students a program of a semester, of a year in America. They also wanted to prepare students to come to America and to take a full program of studies. Richmond, of course, is connected with, what were the initials AIFS, AFS?

Allen: AIFS

Kern: AIFS. located in Greenwich. And they had provided us over the years with a number of students. So I went over to explore. They were working out a program, particularly dealing with Arabian countries, Iran in particular, and they were going to handle recruitment of Iranian students, put them in Richmond College for a period of a year to improve their skills in English and then they would come over here. They were also working on a program in Saudi Arabia, with the postal system in Saudi Arabia, and what they were attempting to do was to find an American college that could work with the American postal system. God knows the mess of the American postal system, why would they want to do that, but anyway, to work with the American postal system so that basically what would happen, they would take these Saudis, send them to Richmond College for a semester or a year to brush up on their English skills and so on, send them to us and we would do work out with the post office department a program whereby they would learn how the American postal system works, how they would have, at least observation if not job experience, in the American post offices or sorting stations of regional set ups, however they are handling it now. We spent a great deal of time in trying to work that out. There was a considerable reluctance on the part of the post office department to cooperate, basically, in terms that they felt that postal services are very sensitive and they weren't too sure they wanted non citizens involved in this kind of sensitive issue. Nothing ever developed, but we did spend quite a bit of time.

Allen: Now, originally, of course, we had international students largely the work of Halsey and his travels. And then the Shastri Scholarship and things of this sort. But then later on we got the whole bunch of predominately mid-Eastern and Iranian students. How did those come about?

Kern: Well, the big influx of Iranian students came after I had left, they came after '76-'77 although we were beginning to get a sizeable number. The College of Engineering did some recruitment of its own because they had two Iranians on the faculty. And both of these faculty members had contacts back in the home country. One of them had an assortment of nephews, nieces and so on, so we had a steady stream of those people coming over on that basis and we did send, the other Iranian, I don't remember his name.

Allen: Ghaznavi

Kern: Ghaznavi. He sent to Iran at least twice and recruited students. We worked out, between the admissions office and the Dean's Council and the College of Engineering, that basically, Ghaznavi was acting as a representative of the admissions office with authority to accept or reject students, out of hand. And, of course, the fact that they could converse in the same language and so on, and they were basically recruiting for the College of Engineering, although we did get a couple of people for other colleges.

Allen: Did Ghaznavi have the right to issue the I-20's too?

Kern: It runs in my mind that he did, but I'm not certain.

Allen: Which of course a practice frowned on today, but at that time there were no standards.

Kern: Well, there was a little bit of eye-brow lifting. I guess really what happened was that I signed the stupid things, sight unseen, and of course I issued them. I believe that's the way we handled them. I wasn't too happy about it.

Allen: The whole process, of course, has changed considerably.

Kern: Well, it needed tightening. But the activities primarily were Halsey in his travels and then Richmond College and the Iran situation were our primary ways of attracting international students.

Kern: Yes, because up until that time, well we got involved with AIFS before we got into Richmond College, of course they were active in it. Up until that time it was basically catch as catch can, in other words, now many of these foreign students, as you are well aware, applied to American colleges by the bushels and every once in a while you would latch on to somebody. We got a Korean and within a matter of six months, applications from Korean were tremendous. We'd get a Greek and the same thing would happen in Greece. We'd get a Frenchman and the same thing would happen, oh, A Propos of that, do you remember the situation that we had when we had that group of older foreign students on

campus? They lived in the hall directly across the street from Howland. Now these were older Europeans. These were people who were in their late 20's and early 30's. They spent about a year.

Allen: No I don't remember that.

Kern: And I'm trying to remember who it was on campus who coordinated that. But Marcia Buell tells some interesting stories. There were about 30 of them as I recall, students, older, all male, European students, so the dining hall, to help you know appeal to these people, began serving pumpernickle and other dark breads. This group of European students ate white breads and the American students went nuts over all the dark breads. But that was a period of about a year. I don't remember who it was that handled that. I think most of those were in Engineering.

Allen: Let's go to your recollection about personalities, Jim Halsey?.

Kern: Well, Jim was energetic, a visionary, once in a while would venture into where "angels would fear to tread." And much of the time it worked out that. He certainly was vigorous and with an outlook of accomplishment. A very broad area and I think Jim has certainly left his mark.

Allen: Did he, didn't he sometimes recommend students, did he go around admissions process?

Kern: Yes, but Jim wasn't the only one.

Allen: No, many others did.

Kern: Well, when you are president of a university, I think you run into situations that put you in a bind and you feel, "I've got to do something about it." As a Dean of Admissions, well I had Jerry Davis ask me one time, looking at a record of a young lady whom I had accepted. Jerry said to me, "These people have something on you?" and I said, "Yeah, when I was in college, I used to date her mother." He said, "But she's been turned down by every state teacher's college in the state" and I said, "Yes, that's right but she comes from an educational family, she's not the smartest girl in the world but I said, "she wants to be a teacher, a kindergarten teacher and I think she's got a big heart you know and widespread arms, and I think she'd make an excellent kindergarten teacher, if she ever graduates." It took her five years and she graduated. I was at a New England Assn. meeting in Yale, we were seated in the dining room and at a table for eight, the toastmaster said, "Now I want at each table, one person to start and tell who he is and then you go around the table." The man sitting on my right started it. He was the Supt. of Schools in New Britain and we went around the table ending with me, the Dean of Admissions at the University of Bridgeport. He said, "do

you know Sally So and So?" and I said, "Yes, I do." He said, "she's the best kindergarten teacher we've ever had. Anytime, you see another Sally, I want you to get her up to me." So she turned out very well. I wish I could say that for everyone. But the administrators had problems like this.

Allen: Henry Littlefield?

Kern: Henry kept a tight rein on the purse strings and I think it's a good thing that Henry did. Henry and Jim made a very nice balance for each other and Henry's contribution here is also.

Allen: How did Henry and Jim get along, you saw them in Dean's Council and other meetings.

Kern: They had problems with each other now and then.

Allen: Earle Bigsbee.

Kern: Earle had a lot on the ball. In many respects Earle was a fascinating individual in the sense that he would come up with the unexpected at times. I saw Earle get ruffled and loose his temper only once, only once in the 29 years, almost 29 years that I knew him. And, of all people to get upset with, he got upset with me. Anyway, it was a matter of registration and looking at it in perspective I think Earle was justified. I'm just sorry I'm the one that goaded him but Earle had a lot of savvy and he was very well able in a quiet way. Other people would want to come in and use a sledge hammer, Earle would come in and he would use a feather duster and get the same result and it helped a lot. And of course so far as the Jr. College was concerned what he did for the Jr. College is just fantastic.

Allen: Dean Ropp?

Kern: Ropp, of course, was the old standby on campus. He was the typical old southern gentlemen. He knew what he was doing, he had a lot of determination. He had standards and by golly he was going to stick to them. And he had the kind of personality that I think one topic (?) among a lot of people I think the fact that Clarence Ropp was here and particularly in the old days eased our problems with accreditation and so on because his demeanor, the way in which he spoke for things that he stood for, people would say, "well, they've got somebody like this, they're going to be all right."

Allen: Did the set of standards and his doggedness in adhering to them, get into problems?

Kern: Not with me. What they did with his faculty, I don't know. But he could take a stand and stick with it.

Allen: How about with Halsey and Littlefield?

Kern: If there were frictions and problems there, I didn't see them.

Allen: Before I forget about it, in your office, Jerry Davis?

Kern: Well, Jerry was hard working. He was the Dean of Admissions's dream for an assistant because he was hard working and he was on the ball every minute. He had the kind of personality that appealed to people. Jerry was known all over the New England states and the Middle Atlantic states and he was highly regarded by anybody who knew him. He got along well with the guidance counselors and so on. Jerry was just an ideal man.

Allen: You sat on the Dean's Council. Any particular dean stand out for his effectiveness or ineffectiveness?

Kern: No.

Allen: How about Eaton Read?

Kern: Well, I remember a situation with Eaton Read. The deans had been going on in a discussion with, I think Littlefield, and the deans weren't making much headway and Pres. Littlefield wasn't either. And the discussion had been going on for twenty five to forty minutes. Finally, Eaton Read said, "Mr. President, are you asking us or telling us." And Henry hemmed and hawed for a moment and said, "well, Eaton, I guess I'm telling you." Eaton said, "so be it, next item on the Agenda."

Allen: I'm also reminded that someone told me a story one time that Henry had to go out of the Dean's Council and the Deans went ahead and they agreed on what they thought was a solution to a particular problem, well we've solved this, let's go on to the next. And Eaton says, "We have to wait, the majority hasn't voted yet." Trippensee?

Kern: Well, very mixed emotions about Trippensee. I liked Art, the college of Ed grew quite a bit during his regime. He had a number of young men with good ideas and I don't know whether they ran him or whether he stood back and got out of their way, but much of the development, I think, is due to these bright, young men.

Allen: Were you here when Wochner was here.?

Kern: Wochner was here only a very short period of time. I think it's very unfortunate that the economic climate of the university was such, at that time, that made decisions, made necessary the decisions that were made that were unpalatable to Wochner. I think Wochner, had Wochner stayed, I think he would



have been better off.

Allen: What was that in relationship to, do you recall?

Kern: This goes back along way and I'm a little bit fuzzy on the situation, but it wound up that Harry Becker becoming Dean of the College of Education. This was a kind of thing that professionally, Wochner was not able to cope with. This amounted in a sense to a reduction in rank for Wochner and this is what lead to his resignation. Now the university was in a financial bind which made this action, well presumably necessary, the action was taken presumably as necessary. I think if the situation had been such that Wochner could have continued, in the College of Education would have moved ahead much faster. Not that I'm, being negative to Harry Becker, but Harry Becker had his hands full with a variety of other things. The College of Education needed a dynamic leadership which Harry wasn't able, he didn't have the time.

Allen: We haven't talked about Harry Becker.

Kern: Harry. Now again, Harry left quite early in my career.

Allen: O.K., Curtis Ramsey in Education.

Kern: I knew him, I have mixed feelings about him. Sometimes I thought he was kind of a boy genius and other times I wasn't so sure. I didn't really know him that well.

Allen: Lovell?

Kern: Lovell had a lot to offer and well, I think again, we lost an intellect. This was a family situation.

Allen: That's right, his wife wanted to be

Kern: His wife was never happy. His wife being a southern girl, she wanted, I think, she basically wanted a college with southern conditions. She was not comfortable here.

Allen: Harold See?

Kern: Harold was a mover and a shaker, difficult, I think to evaluate. He did a lot of things I think that helped the university but within the university itself there were antagonisms on the part of a number of people that kind of fractured the university.

Allen: Such as?

Kern: Hard to put my finger on. I think there was a feeling that Harold wanted to fly by himself. Dean maybe shouldn't do this.

Allen: Ambitious?

Kern: Yes.

Allen: What did he aspire to?

Kern: I don't really know. There was some talk that Harold might be president of the university. I think he would have liked to have been president of the university. I think he might have, might have been a good one. I don't know but I didn't think he was going to get it.

Allen: Lee Miles as Dean?

Kern: I think Lee did a lot for the College of Arts and Sciences and to the extent that the College of Arts and Sciences reputation and standings was enhanced, that in turn enhanced the university..

Allen: Ambitious?

Kern: Yes.

Allen: Why did he leave to take the presidency of Alfred?

Kern: I have no knowlege of that. Lee and I have basically have gotten along well. I was by no means a confidant of his. I have no idea of what his rationale might be, although, at the time that it happened, I looked back to 1948 when I came to the university of Bridgeport. I was in a good job, I had a good future ahead of me. I had been offered a job in industry that I had thought about quite a bit before I came here, but I wanted to go to college. I wanted to work in a college and when the opportunity came for the University of Bridgeport, I took it. I also took a look at my loss in salary to come here. I just assumed that Lee wanted to be president of a college. Here was an opportunity and it was acceptable college as the University of Bridgeport was an acceptable college to me so he took it. It was an advancement, why shouldn't he?

Allen: Just about that time, Bob Christie became Academic Vice President. Were there any internal candidates for that position do you know?

Kern: Academic Vice President?

Allen: Yes, before Christie was hired.

Kern: Not that I was aware of, there may have been. There may have been some jockeying but not that I was aware of. Incidentally, I thought that was a real tragedy. I thought that

the death of Bob Christie set the university back because, although he was a little bit on the controversial side I thought he had a lot of ideas. He was dynamic and I thought he could very well be in a position to lead the university, and the way things turned out from Henry, Earle, Manning, we just spun our wheels.

Allen: What about Manning?

Kern: I don't know really <sup>Y</sup> how a good president Ted Manning was. He was a petulant guy. I thought he had a lot of attributes that a president ought to have but he supported, so far as the admissions office was concerned, he supported the admissions office one hundred percent. Most of the others did too but I liked him and I just wished other people thought he was doing a better job. Maybe he wasn't, I don't know.

Allen: O.K. what about Al Wolff?

Kern: What can I say about Al Wolff. Al and I have been friends for years, and Al and I were in a position where we could have been extreme competitors and down right enemies because our two areas impinged and in many instances admissions, or in most instances admissions, comes within the student personnel framework. But here we are free souls operating together. Al, I never consciously sat down to talk thinks out, you know we never had any confrontations. We'd sit down and talk about problems and so on and eventually, it came down to this, until the day the kid registered, he's my baby. The day he registers, he's Al's. And Al kept his hands off the applicants and I kept my hands off after they were registered. We had no problem. Al was good to work with.

Allen: As a matter of fact, I attended many brown bag lunches with the two of you over the years. Speaking of brown bag lunches, you always ate in the office, didn't you?

Kern: Much of the time. In the early years.

Allen: Most of us did in the early years.

Kern: Yes, there was a time, you are probably aware, that I would have 15 or 20 guys brown bagging it in my office in Howland Hall.

Allen: But then when we got the faculty lounge, you didn't go over there very much, did you?

Kern: Yes, but again I was on the road quite a bit.

Allen: You were on the Senate for many years. The Senate was formed shortly after you came. I had a role in that, of course. Do you have any evaluation of the Senate, why perhaps it never-

reached its aspirations over the years?

Kern: What has happened in the Senate in the last eight years obviously, I don't know. I used to get very antsy in the Senate because the Senate spent so much time arguing whether it was proper in view of the motion on the floor to do this, that or other thing, and we spent so much time with substitute motions and this kind of thing, I don't know. I always got upset too, I always felt that if you have a committee that is to make a report, unless that report is completely outrageous, you ought to go along with it, and the Senate, inevitably, would spend hours rehashing whatever report it was that came in. I don't care what the report was, you had to spend hours.

Allen: And this involved re-educating the Senate members.

Kern: And, of course and I'm sure this is true of any legislative body of that sort, you always have individuals riding their own pet horse or pet project even as me and thee.

Allen: Yes, that happened all the way through. O.K., some of your favorite faculty members and stories about them.

Kern: The first day I got on campus, the day I reported for duty, I had parked my car down around Simonds house and I was walking over to what ever the building was where they had a little cafeteria or something. I think Bodnar was running it. Now this would have been Sept. of '48. Bumped into an old friend whom I didn't know was here. I graduated from college in '37, went to summer school at Duke University in the summer of '37. Back in those days if you were a public school teacher, Duke University didn't charge you any tuition, so that all I had to pay was room and board and books, etc. But one person in my class, another Pennsylvanian, and we became good friends that summer and I saw him again in the summer of '38 in summer school, John Sherry. And, of course, I was surprised to meet John Sherry. So, of course, we picked up our friendship and continued it.

Allen: Tell us a little bit about John.

Kern: John was an individual. John had an irrespressible sense of humor, I suppose you might call it. He worked on a beautiful imitation of one of the professors that we had at Duke. We used to get together in study teams and John would do a take off on Professor Childs and he had it down perfectly. We also had a fellow with a deep voice, very heavy southern accent. (?) and John had him down. John, of course, acquired himself a very nice name here at the university. He was very popular among students and very justifiably so. He was a superb teacher. In the area of extra curricular activities, he worked with a number of students and John made a big impression.

Allen: One of my favorite characters also. John also was the best source of information that was going on.

Kern: John, in the olden days, used to come in the admissions office every morning. My secretary used to bring in a copy of the Bridgeport Post. John would come in, pick up the newspaper, turn to the obituaries and say, "too bad, not here." He was talking about one of the administrators in the university, and this got to be his favorite quip, so John would come in and we'd say, "John, have you checked the paper yet," and he'd say "no, is it handy?"

Allen: He seemed to have an uncanny ability to know what went on in the Dean's Council. No one was ever able to figure out his source of information. He and Harry Wechter.

Kern: Harry Wechter was a fine person.

Allen: Curiously, when he was hired, only as an instructor, because they questioned his qualifications and ability. And he turned out to be a great teacher. And a prolific individual.

Kern: Milt Greenhalgh is he still here?

Allen: Milt is still here.

Kern: Milt has made a very big contribution to the university. I also remember Alex Boldakoff. And Lou Ice, is he still alive?

Allen: Lou is, I bumped into him about a month ago.

Kern: He'd been in bad health for quite a while.

Allen: He was at a meeting of some of the elderly, Senior Citizen committee that was here.

Kern: Phillips, I forget his first name who was a Physics instructor.

Allen: Yes, I don't remember much about him.

Kern: Woman in secretarial studies?

Allen: Elvira Himmick.

Kern: Of course, Marcia Buell, Gladys Persons, Jim Southouse, Harry Kendall.

Allen: Any good stories about any of these?

Kern: No, not any in particular. Harry, of course was very

popular.

Allen: I shared an office with him for many, many years.

Kern: Jim Southouse just died recently. Bodine, Carstensen, Frank Dolan. Of course, I succeeded him in the admissions office and learned a lot from him. He was very cooperative and immediately following my move in. Russ Gordon.

Allen: I don't remember Russ Gordon at all.

Kern: Well, Russ was assistant director of admissions. He was a graduate of the University of Bridgeport and he died of cancer about 10 or 12 years ago. He left the university and became an industrial printer's salesman. Polly(?) Stern, way back in the early years, Moshowitz.

Allen: Oh, Simon Moshowitz. Did you ever give him a ride in your car?

Kern: Yes, you know I had that little Renault CB, tiny little thing, smaller than a buck. I picked him up at the bus stop by the church and brought him down and let him out at Cortright Hall. He slammed the door, I swear, it moved the car three inches. And of course he almost fell in the bushes one time, something went wrong and those two briefcases, he didn't have them equalized, one was heavier than the other and he was kind of sideways on the sidewalk. And of course, Bill Allen, the student said, "Bill Allen and Harry Kendall won the war by themselves."

Allen: Well, any other ideas or observations or not so good ones. If you had it to do all over again, would you do it?

Kern: Oh, sure. I may do a couple of things differently. I might not go out the window, I'd face up to it, but -

Allen: What would you say had been the biggest problem of the university in the time that you were here?

Kern: Well, there are two that come to mind. One is money, although I think the university has done a remarkable job with the money that it had in the years that I was here and since then, and when I would read about Yale getting twenty million dollars, I'd say, what a shame the university could do two times as much with that twenty million dollars as Yale or Harvard or any of the old, established, traditional schools. Of course when you and I came here, we had nothing but houses for classrooms, dormitories, for eating places, for offices and so on. And to see all of the buildings that have come, and twenty million dollars in our early days, it would have made the recruitment very much easier. I remember very well, I took a family on a tour of the campus and we, in the catalog (end of tape)

Side three of tape.

Allen: Money

Kern: The other one I think was trying to develop an identity or sense of mission, trying to outline the role of the university. We talk about, originally in the Jr. College, I believe, providing an opportunity for an education within the greater Bridgeport area. When we got started, you went to Yale or Danbury State Teacher's College, or you didn't go, and today in Fairfield County and the immediate area, you've got probably a dozen schools to choose from, so o.k. at that point there was may a mission to provide a good economical education for people in the immediate area and the Jr. Collge did a good job on that. Then, of course, we began to expand and of course you had the GI boom and certainly colleges had the responsibility to meet that need. But then you began to expand geographically and also you began to expand program wise. You got away from the Jr. College, you expanded the Jr.College into a four year school. What problems shall we pick, what are the areas that we should deal with? And I think we did reasonably well on that and of course you begin to get the liberation of colleges in the area which begin to make inroads particularly in terms of meeting the educational needs for the low cost, relatively marginal, perhaps, student in the immediate area and you wind up with Norwalk on one side, and Housatonic on the other and you've got Sacred Heart coming in, so it's been a little bit difficult to decide on just what you should be, because unfortunately, what you should be to some extent gets modified by what you can do. There's a lot of difference between what you'd like to do and what's going to be practical..

Allen; What would you say in the light of this has been the greatest success of the University of Bridgeport?

Kern: Well, again, I can speak only up to eight years ago

Allen: And that's what we're concerned with.

Kern: I think we became a semi regional perhaps, college in that we were doing for southern New England and the more northern and eastern areas of the Middle Atlantic States, what we had set out to do for the greater Bridgeport area, and I think we did well in that. A one time, we talked facitiously about seeing if we could have the University of Bridgeport declared a branch of the State university of New Jersey, because we had a lot of kids from New Jersey.

Allen: And with the expansion of opportunity in New Jersey, that number has dropped off considerably.

Kern: Well, the same thing that happened here has happened in New Jersey. Now our career, in a sense for many years, paralleled that of Fairleigh Dickenson, but Fairleigh Dickenson apparently appears has been able to come up with a little more money resources than -

Allen: But they are in big, big trouble now.

Kern: That could be.

Allen: Big trouble with a variety of reasons and their retrenchment is much more severe than ours. As a matter of fact it may be just a matter of time.

Kern: Living down in North Carolina you only worry about the North Carolina schools.

Allen: I had another question on the back of my mind which has strayed from this. Money, of course, has always been a problem at the university and the consequent relatively low salaries. Until recent years when they have improved considerably. When working on the Jr. College, it was set up to be self-supporting with 200 full time students, and we didn't get that until just before the war and we had to go through the depression and so forth where the faculty took three cuts in pay in three successive years during the depression, one at 17, one at 10 and one at 6 percent.

Kern: That's a lump.

Allen: Yes, they did temperate it, however, whereby no faculty would get less than a hundred dollars a month, but of course tuition was \$325 a year during that time.

Kern: Well, when I came to the university, tuition, room and board came to \$975.

Allen: And it's over ten thousand now.

Kern: And we had a good education for less than a thousand dollars.

Allen: My tuition at Yale was, before the war, was six hundred dollars. That was difficult to raise. And much of this is relative.

Kern: Well, when I went to NYU, I was admitted to both NYU and Columbia. I went to NYU because NYU was two dollaars a credit cheaper than Columbia. That's not a very good reason perhaps for choosing a school, but when you don't have any money it makes it a pretty good reason and tuition in those days was eleven dollars a credit.



Allen: I know one of the two questions I wanted to ask you. One of them dealt with the change in attitude you described earlier in your reasons for staying, the same thing that many of us felt, that we had a mission, etc. We were all dedicated to this ideal. That has changed, do you know why, do you have any ideas why?

Kern: In quotation marks, "professionalism", I think. Let me give you an example. I've already indicated that I used to give the entrance tests on Saturday. Many Saturdays I'd get down here. We used to give the test over in the old music building, the old stables, there they had a fixed area. Then we moved into the Engineering Building when that was built because the Engineering Building just looked better. I would run into the problem in the Engineering Building that the place wasn't set up. I would need a room with the chairs arranged and they wouldn't be arranged. I'd get in there, chairs weren't arranged, there weren't enough chairs, and I would get nowhere with Alexander Boldakoff. I liked Alex, but that was one thing, he and I didn't see eye and eye on this. His story was that he had other things to do and he didn't have enough men to do it, and if I wanted this done, I could do it myself. And I did it myself and my assistants did it when they gave tests, and I often commented if that were in the 1960's the typical 1960's and beyond professor, emphasizing professionalism, he would not move chairs and set up chairs. Now I don't want to downgrade him on that, professionalism certainly has its place. Maybe I was wrong, maybe I should have had 100 people come to take the test and turn them away because the room wasn't set up.

Allen: Well, we would never have dealt with that.

Kern: It never occurred to me to do this, but if for no other reason and I'm quite sure if I'd gone to Henry Littlefield and said I told 100 people to go back home because Alex Boldakoff didn't have the room set up, Henry would have reamed me out real good. And I'm not sure a college president would do that today. And again, I'm not downgrading Henry, because it was a different period of time. 35 or 40 years ago.

Allen: Are you saying that people who came in in the 60's were a different cast of characters, different breed of people?

Kern: I think so. One thing perhaps being many of them, perhaps, had been through the military and were used to, you know, this isn't what I'm supposed to do.

Allen: There were many of us who were veterans back in the Jr. College and early days who were veterans.

Kern: I guess you're right, well I don't really know. The feel-

ing when we were here was, damn it, we're a family and we do have things to be done. No, we didn't loose it, I was still willing to set up chairs if I had to, but we got into a different frame. Other people with a different framework came in.

Allen: And then we lost it. That in turn is part of many of the other problems. One of the problems running through out our whole history has been financial, which reminds me of Frank DiLeo, who chaired a committee on, which made recommendations on certain financial steps, and nothing was done on that. Do you remember anything about that?

Kern: That may have been at a time when Manning was here. As I recall DiLeo was on the Dean's Council then. Manning spent hours and hours and hours with the computer and print outs which were distributed in the Dean's Council and so on. I never knew half the time what they were talking about. It had no meaning for me, but I know that it did for Frank and perhaps Harold See and perhaps some of the other Deans who were in the financial sense, they were just talking over my head. I didn't know what they were talking about. But Frank had a lot of concerns and he presented a lot of computer material himself. But for whatever reason, nothing was done with it.

Allen: And I have a feeling, not only was that of, that made our period subsequent much easier but probably would have been, would have short stopped a union problem.

Kern: Well, as I said a little while ago, if we had had a continuing figure at the head, like Bob Christie, I think some of these problems would not have developed. Because you would have had at least one person who was looking at the light, looking at the goal out there, rather than people who saw different lights, different goals and there's nothing wrong with that either. But you know you don't follow a good course when you change your prospective that way.

Allen: Along with this line, we had Warren Carrier. Any recollection at all about Warren?

Kern: Well, Warren didn't like a lot of people. A lot of people didn't like Warren. He was very supportive of the admissions office. I got along well with Warren.

Allen: After leaving here, he went on to a very good job at Wisconsin. We've had our period of "fabulous fakes", people with false credentials, etc. Do you recall any of those?

Kern: Well, there's only one that comes to my mind. Our friend in the Bio Department. And false credentials or not, he did a magnificent job. And well, it's too bad.

Allen: Now you referred one time to accreditation and accreditation problems. Are you, aside from the admissions or maybe as a part of it, remember any aspects of this?

Kern: The university was up for accreditation and we had an accreditation team on campus. We had a woman who was dealing primarily with student affairs, student activities, admissions, extra curricular activities, in the sense the non-curricular aspects, not necessarily academic but she wasn't dealing with curricular aspects, and we had a dinner, I think at the Algonquin Club. Al Wolff and I, Halsey and Littlefield who said, "YOU stick with her, keep her happy" and Jim Halsey also announced that there would be an open bar, but that he wanted the deans to keep their wits about them. Well, our young lady, who must have been about 60, she had quite a thirst, and what are you going to do? All three of us each had a drink and we're sitting down there eating popcorn, peanuts or whatever they were, and her glass is empty and she says, "that was good, let's have another." So what are you going to do, you know, you're host. We had about four, so at the next Dean's council, Henry made a comment that two of the deans had not listened to the admonition to go light on cocktails. Al Wolff said, "Henry what are we going to do, we can't let the woman drink along, can we?" Henry said "no". I remember another accreditation that was an accreditation of the graduate program of the College of Education, right after Art Trippinsee got here, and at that time we had from Yale, a part time person on the faculty, a man with a big name

Allen: Brubacher?

Kern: I don't think it was Brubacker, somebody else. And he had come over here as a consultant, he taught some classes and he was going to, he was our ace in the hole for dealing with the accreditation team. When he got through, why we ever got accreditation, I will never understand because he kept comparing that the Psychology Department was able to do, compared to Yale and all this kind of thing, and Al Wolff and I and Art Trippinsee just sat there and agonized, and then Art got up and tried to smooth things over, which he apparently did, because we got the accreditation. But I thought that man had really sent us right down to Davy Jones' locker. I thought it was terrible.

Allen: Well, any final comments or observations, before we close off?

Kern: No, I don't think so, it's been enjoyable, sitting back and thinking about some things that I haven't thought about in 30 years or more. We were talking about foreign students. The earlier foreign students we dealt with were a different breed, in the sense that many of them were displaced persons. All of them had tremendous financial problems and were pretty much on their own, and in terms of what the university was able to do with

them. There were three or four in the earlier years that in a sense I remember, because they were very nice individuals and people who have they graduated from the university, I think I had Christmas cards from them for a period of three or four or six years. One was a Jewish fellow, Max something or other, I don't remember his last name. His family, mother, father, two sisters, he watched this, dug their own grave and were executed, and he was at Belsen, I don't remember where. Then we had a Julius Tchong, Tchong, something like that, who was in pre med. He was Chinese, I think, in Pre Med, and he went on and is now an MD out in Chicago area now. But we had people of this sort with a story, and who were very grateful for what you were able to do for them and so on. We didn't have the writing on the walls that we had later on with certain of these other groups who were expressing their political convictions about their own country by writing on the wall and this kind of thing. They weren't militant. I'm not saying that people shouldn't be militant, but I'm just pointing out, it was a different category.

Allen: O.K. Don, well we thank you very much and we'll come to the close of this tape. END